Section 3: Foundations of Government, Law, and the American Political System

FLREA Lesson Packet

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<table>
<thead>
<tr>
<th>Section</th>
<th>Page</th>
</tr>
</thead>
<tbody>
<tr>
<td>The Center on Congress – Facts of Congress: Founders and Colonies</td>
<td>4</td>
</tr>
<tr>
<td>We the People, Level 2, Lesson 1</td>
<td>5</td>
</tr>
<tr>
<td>WebQuest: Founders</td>
<td>6</td>
</tr>
<tr>
<td>1. Student Handout 1: Web Quest!</td>
<td>8</td>
</tr>
<tr>
<td>2. Student Handout 2: FacePlace</td>
<td>9</td>
</tr>
<tr>
<td>Teacher Handout 1: Founders’ Names</td>
<td>10</td>
</tr>
<tr>
<td>Keeping Current: Civic Virtue</td>
<td>11</td>
</tr>
<tr>
<td>We the People, Level 2, Lesson 2</td>
<td>12</td>
</tr>
<tr>
<td>State of Nature</td>
<td>13</td>
</tr>
<tr>
<td>Student Handout: State of Nature</td>
<td>15</td>
</tr>
<tr>
<td>We the People, Level 2, Lesson 3</td>
<td>20</td>
</tr>
<tr>
<td>What Forms of Government Are Out There?</td>
<td>21</td>
</tr>
<tr>
<td>We the People, Level 2, Lesson 4</td>
<td>23</td>
</tr>
<tr>
<td>What Is a Constitution?</td>
<td>24</td>
</tr>
<tr>
<td>1. Student Handout 1 – What is a Constitution? Constitutional Democracy</td>
<td>26</td>
</tr>
<tr>
<td>2. Student Handout 2 – What is a Constitution? Government with a Constitution</td>
<td>27</td>
</tr>
<tr>
<td>We the People, Level 2, Lesson 5 – How can we organize government to prevent the abuse of power?</td>
<td>28</td>
</tr>
<tr>
<td>Separate, Check, Balance</td>
<td>29</td>
</tr>
<tr>
<td>Student Handout – Separate, Check, Balance</td>
<td>31</td>
</tr>
<tr>
<td>Extension – Power Balance Handout</td>
<td>33</td>
</tr>
<tr>
<td>The Center on Congress – Facts of Congress: Checks and Balances</td>
<td>34</td>
</tr>
<tr>
<td>iCivics – Lesson Plan: Roots of Democracy</td>
<td>35</td>
</tr>
<tr>
<td>We the People, Level 2, Lesson 6</td>
<td>36</td>
</tr>
<tr>
<td>Inspiration for a New Nation</td>
<td>37</td>
</tr>
<tr>
<td>1. Foldables – Diagram 1</td>
<td>40</td>
</tr>
<tr>
<td>2. Student Handouts 1 – 8 – Inspiration for a New Nation: Quotable Documents</td>
<td>41</td>
</tr>
<tr>
<td>We the People, Level 2, Lesson 7</td>
<td>49</td>
</tr>
<tr>
<td>Parliament v. Patriots</td>
<td>50</td>
</tr>
<tr>
<td>1. Student Handout 1 – Patriots v. Colonists</td>
<td>52</td>
</tr>
<tr>
<td>2. Student Handout 2 – Patriots v. Colonists: Presiding Judges Sheet</td>
<td>54</td>
</tr>
<tr>
<td>4. Student Handout 4 – “Too Late to Apologize” Lyrics by Soomo Productions</td>
<td>57</td>
</tr>
<tr>
<td>iCivics – Lesson Plan: Hey King: Get Off Our Backs!</td>
<td>58</td>
</tr>
<tr>
<td>We the People, Level 2, Lesson 8</td>
<td>59</td>
</tr>
<tr>
<td>We Declare</td>
<td>60</td>
</tr>
<tr>
<td>1. Student Handout 1: We Declare Declaration Outline</td>
<td>62</td>
</tr>
<tr>
<td>2. Student Handout 2: We Declare – Seek and Find</td>
<td>63</td>
</tr>
<tr>
<td>Activity Sheets: We Declare Seek and Find Activity Sheets</td>
<td>65</td>
</tr>
</tbody>
</table>
NOTES

1. *We the People* Lesson pages offer summaries of the lessons available in the *We the People: the Citizen and the Constitution*, Level 2 (Red) textbook. These textbooks are available for purchase through the Center for Civic Education (www.civiced.org).

2. iCivics is administered in Florida by The Florida Law Related Education Association, Inc. All iCivics materials are available for use free of charge at www.icivics.org.

Unit 3 addresses the following Next Generation Sunshine State Standards for 7th Grade:

Civics and Government

- Recognize how Enlightenment ideas including Montesquieu's view of separation of power and John Locke's theories related to natural law and how Locke's social contract influenced the Founding Fathers. (SS.7.C.1.1)
- Trace the impact that the Magna Carta, English Bill of Rights, Mayflower Compact, and Thomas Paine's "Common Sense" had on colonists' views of government. (SS.7.C.1.2)
- Describe how English policies and responses to colonial concerns led to the writing of the Declaration of Independence. (SS.7.C.1.3)
- Analyze the ideas (natural rights, role of the government) and complaints set forth in the Declaration of Independence. (SS.7.C.1.4)
- Identify how the weaknesses of the Articles of Confederation led to the writing of the Constitution. (SS.7.C.1.5)
- Describe how the Constitution limits the powers of government through separation of powers and checks and balances. (SS.7.C.1.7)
- Define the rule of law and recognize its influence on the development of the American legal, political, and governmental systems. (SS.7.C.1.9)
- Distinguish how the Constitution safeguards and limits individual rights. (SS.7.C.2.5)
- Compare different forms of government (direct democracy, representative democracy, socialism, communism, monarchy, oligarchy, autocracy). (SS.7.C.3.1)
Segment Transcript:

And now, another Fact of Congress

Long before there was a congress or a government, there were 13 colonies of people living along the east coast, from New Hampshire to Georgia.

They came from England and other counties in Europe. Over 2,000,000 people were living here by 1775. Technically, these colonies were under British rule, but they were learning how to govern themselves and many wanted to start a brand new country. The people who made this possible, who led the fight to freedom and founded our government, are referred to as “The Founders”. They boldly declared their independence from British rule on July 4, 1776. They won the Revolutionary War and founded a new nation. And on September 17, 1787 the United States government officially started with the signing of the U.S. Constitution.

Article I, Section 1 states “All legislative powers shall be vested in a Congress which shall consist of a Senate and a House of Representatives.” What the founders set up was a Representative Democracy giving each of us a say in how we are governed through our elected representatives in Congress.
Lesson 1:

What were the British Colonies like in the 1770s?

Lesson Purpose:

This lesson is designed to introduce students to the people living in the British colonies in North America during the 1770s. Students consider the ways in which the British colonists, ruled by King George III, differed from Europeans in how they lived and thought. Students examine colonial life and the social, political, and economic opportunities available to the colonists. This lesson concludes with a brief introduction to the Founders.

Objectives:

Students will be able to:

- Describe who the colonists were and how they lived in the British colonies in America
- Describe who the original inhabitants of the American continent were and how they lived
- Explain the colonists’ ideas about government and how the way they lived influenced their ideas
- Name some of the Founders and explain what they did

Ideas for discussion in this lesson:

- Ideas for Discussion: How did this farmer compare life in America with life in Great Britain?

Next Generation Sunshine State Standards:

- SS.7.C.1.3: Describe how English policies and responses to colonial concerns led to the writing of the Declaration of Independence.
- SS.7.C.2.1: Define the term “citizen” and identify the legal means of becoming a US citizen.
- SS.7.C.2.2: Evaluate the obligations citizens have to obey (taxes, defend the nation, etc.)
- SS.7.C.2.3: Experience the responsibilities of citizens at the local, state and national levels.
- SS.7.C.3.1: Compare different forms of government
- SS.7.C.3.2: Compare parliamentary, federal, co-federal and unitary systems of government.

Note: The We the People materials have been provided in the past to many school districts at no cost through federal funding. Since the loss of this federal funding, the materials are available but must be purchased.

For those wishing to access lesson materials from We the People, click HERE to visit the Center for Civic Education online store.
Lesson Overview

Overview: This lesson will introduce students to the Founding Fathers by using the National Archives Online Database. Students will create profiles of the Founding Fathers and determine their significance in history.

Objectives: Students will be able to...
- Define and identify Founding Fathers
- Follow specific instructions
- Utilize technology
- Gather and present information about the Founding Fathers

Time Required:
- Two 50 minute class periods

Materials Needed:
- Computer access for each student (students can work in pairs if there is limited computer accessibility)
- Web Quest Handout
- FacePlace worksheet
- Printer for students to print a picture of their Founding Father

Web Quest
The Founding Fathers

Procedures

1. Ask students who they think the “Founding Fathers” were. Discuss responses.
   a. The Founding Fathers were political leaders and statesmen who were key figures in the establishment of the United States of America and our system of government.
   b. Although there are differing opinions as to who would be included on the list of “Founding Fathers,” this lesson will focus on the Framers that participated in the creation of the United States Constitution. Additional Founding Fathers are linked to the ideas behind and the crafting of the Declaration of Independence and the Articles of Confederation, as well as the ratification of the U.S. Constitution.
   c. Additional Founding Fathers not included in the list from the National Archives website are Thomas Jefferson, Patrick Henry, John Adams, John Jay, and Samuel Adams. These Founders are addressed in the extension activity on the following page.

2. Cut Sheet A so the names of the Founding Fathers are small strips of papers.

3. Have students randomly select a Founding Father to research from the strips of paper.
   a. If allowing the students to work in pairs, place students in pairs and have them select 2 Founding Fathers to work on together.

4. Distribute the Web Quest handout and the FacePlace worksheet.

5. Students will use the National Archives website to research the Founding Fathers and complete their FacePlace worksheet.

6. Students will then use www.glogster.com to create an online “glog” poster. Students can add pictures, music, and video to their glog.

7. Students will present their Founding Father(s). Post the FacePlace pages in the classroom (bulletin board).
Lesson Extension

- Have students research other Founding Fathers from the list below.
  - Students can create FacePlace pages for these Founders listing their background and role in the founding of the United States of America.
  - Students can create a poster project or presentation using digital platforms or posters.
  - Students can write a research paper about the Founding Father of their choosing.
  - Students can create video biographies of the Founding Fathers.
- View the History Channel’s short video about the Founding Fathers of Innovation for inventions created by the Founding Fathers (fun facts)

<table>
<thead>
<tr>
<th>Additional Founding Fathers</th>
</tr>
</thead>
<tbody>
<tr>
<td>Thomas Jefferson</td>
</tr>
<tr>
<td>Patrick Henry</td>
</tr>
<tr>
<td>John Adams</td>
</tr>
<tr>
<td>John Jay</td>
</tr>
<tr>
<td>Samuel Adams</td>
</tr>
<tr>
<td>John Hancock</td>
</tr>
</tbody>
</table>

Assessment

- **“FacePlace” Worksheet** – students will be assessed based on the completion and accuracy of their Founders’ FacePlace Page. Students will also be assessed based on their ability to follow instructions during the Web Quest.
- **Glogster** – Students will be creating a “Glog” poster about their assigned Founding Father. Students will be assessed on creativity, effort, accuracy, and completion.

**Suggested Scoring Rubric for WebQuest: Founding Fathers**

<table>
<thead>
<tr>
<th>Assignment</th>
<th>Scoring</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>FacePlace worksheet</td>
<td>1 point per blank (including picture) – 6 points total</td>
<td>20 points</td>
</tr>
<tr>
<td></td>
<td>4 points for “About Me” section</td>
<td></td>
</tr>
<tr>
<td></td>
<td>10 Points for following directions</td>
<td></td>
</tr>
<tr>
<td>Glogster Presentation</td>
<td>20 points for completion, creativity, accuracy, and effort</td>
<td>20 points</td>
</tr>
</tbody>
</table>
Directions: Follow the steps below on this Web Quest to discover who the Founding Fathers of the Constitution were and the role they played in history. Be sure to closely follow the steps so you don’t get lost on your quest!

<table>
<thead>
<tr>
<th>Step</th>
<th>Instructions</th>
</tr>
</thead>
<tbody>
<tr>
<td>Step 1</td>
<td>Go to <a href="http://www.archives.gov">www.archives.gov</a></td>
</tr>
<tr>
<td>Step 2</td>
<td>Click “Research Our Records”</td>
</tr>
<tr>
<td>Step 3</td>
<td>Click “Browse Online Exhibits”</td>
</tr>
<tr>
<td>Step 4</td>
<td>Under “View More Online Exhibits” click “The Charters of Freedom”</td>
</tr>
<tr>
<td>Step 5</td>
<td>Click “Meet America’s Founding Fathers”</td>
</tr>
<tr>
<td>Step 6</td>
<td>Read about your assigned Founding Father and complete the “FacePlace” Worksheet</td>
</tr>
<tr>
<td>Step 7</td>
<td>Go to <a href="http://www.glogster.com">www.glogster.com</a></td>
</tr>
<tr>
<td>Step 8</td>
<td>Create a Glogster account using your school e-mail address. Write down this information as we will be using our glogs periodically.</td>
</tr>
<tr>
<td>Step 9</td>
<td>Create a Glogster poster about your Founding Father – be creative! Include all of the information on your Founder’s FacePlace page.</td>
</tr>
<tr>
<td>Step 10</td>
<td>Be prepared to present your glog to the class!</td>
</tr>
</tbody>
</table>
First and Last Name

Hometown:

Birthday:

Occupation:

Interests:_________________________________________________________

About Me:

_________________________________________________________________

_________________________________________________________________

_________________________________________________________________

My Role as a Founding Father:

_________________________________________________________________

_________________________________________________________________

_________________________________________________________________

Did I sign the Constitution?  Yes  No
<table>
<thead>
<tr>
<th>William Samuel Johnson</th>
<th>Luther Martin</th>
<th>George Clymer</th>
</tr>
</thead>
<tbody>
<tr>
<td>Roger Sherman</td>
<td>John F. Mercer</td>
<td>Thomas Fitzsimons</td>
</tr>
<tr>
<td>Oliver Ellsworth</td>
<td>John Langdon</td>
<td>Jared Ingersoll</td>
</tr>
<tr>
<td>George Read</td>
<td>Nicholas Gilman</td>
<td>James Wilson</td>
</tr>
<tr>
<td>Gunning Bedford, Jr.</td>
<td>Alexander Hamilton</td>
<td>Gouverneur Morris</td>
</tr>
<tr>
<td>John Dickinson</td>
<td>John Lansing Jr.</td>
<td>John Rutledge</td>
</tr>
<tr>
<td>Richard Bassett</td>
<td>Robert Yates</td>
<td>Charles Cotesworth Pinckney</td>
</tr>
<tr>
<td>Jacob Broom</td>
<td>William Blount</td>
<td>Charles Pickney</td>
</tr>
<tr>
<td>William Few</td>
<td>Richard Dobbs Spaight</td>
<td>Pierce Butler</td>
</tr>
<tr>
<td>Abraham Baldwin</td>
<td>Hugh Williamson</td>
<td>John Blair</td>
</tr>
<tr>
<td>William L. Pierce</td>
<td>Alexander Martin</td>
<td>George Washington</td>
</tr>
<tr>
<td>James McHenry</td>
<td>Benjamin Franklin</td>
<td>George Mason</td>
</tr>
<tr>
<td>Daniel of St. Thomas Jenifer</td>
<td>Thomas Mifflin</td>
<td>James McClurg</td>
</tr>
<tr>
<td>Daniel Carroll</td>
<td>Robert Morris</td>
<td>Edmund Randolph</td>
</tr>
</tbody>
</table>
What is civic virtue?

Civic virtue is a dedication of citizens to the good of the community as a whole, even at the cost of their own interests.

Many of our Founding Fathers were considered by some to be men of great civic virtue. However, they were not the only people to exhibit civic virtue – people show community commitment and personal sacrifice every day. These people lead in their communities, inspire others, and work to the benefit of their entire community or even country – all while sacrificing their personal interests, be it time, money, or other resources.

Your Mission

Using a current primary document, like a local or state newspaper, valid online local or state news source, or local magazine article, write about a person in your local or state community who you think shows exemplary civic virtue. Be sure to include the following in your Keeping Current: Civic Virtue essay:

<table>
<thead>
<tr>
<th>Include:</th>
<th>✓</th>
</tr>
</thead>
<tbody>
<tr>
<td>A cut out/print out of your article; be sure to include the name and date of the publication</td>
<td></td>
</tr>
<tr>
<td>What “civic virtue” means to you; provide a clear definition in your own words</td>
<td></td>
</tr>
<tr>
<td>The name of the person in your article</td>
<td></td>
</tr>
<tr>
<td>The location where the article takes place</td>
<td></td>
</tr>
<tr>
<td>How this person fits your definition of civic virtue</td>
<td></td>
</tr>
</tbody>
</table>

Be sure to:

- Include your name, date, and class period
- Write in complete sentences.
- Your mini-essay should consist of at least 10 sentences.
We the People: the Citizen and the Constitution

Lesson 2:
Why do we need government?

Lesson Purpose:

This lesson introduces the basic concepts of the natural rights philosophy. After being introduced to the concept of natural rights, students are asked to speculate on what might be the benefits and problems of living in a state of nature, a situation in which there are no laws or government. They compare their ideas about such a situation with those of the English philosopher John Locke. They learn Locke’s ideas about social contracts, consent of the governed, and the idea that the purpose of government is to protect the natural rights of the individual.

Objectives:

Students will be able to:

- Explain the following terms from natural rights philosophy: natural rights, state of nature, consent, and social contract
- Explain what the Founders believed to be the natural rights of human beings
- Explain why people need a government
- Explain how people create governments
- Explain how government and laws can protect natural rights

Ideas for discussion in this lesson:

- Ideas for Discussion: What might life be like in a state of nature?
- Ideas for Discussion: What rights do you think all people should have?

Next Generation Sunshine State Standards:

- SS.7.C.1.1: Recognize how Enlightenment ideas including Montesquieu’s view of separation of power and John Locke’s theories related to natural law and how Locke’s social contract influenced the Founding Fathers.
- SS.7.C.3.2: Compare parliamentary, federal, co-federal and unitary systems of government.

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**State of Nature**

Adapted from *We the People: the Citizen and the Constitution*, Lesson 2, page 15

## Procedures

1. While using the John Locke *FacePlace* PowerPoint, distribute the State of Nature student handout to each student.
2. Students should individually respond to “What are natural rights?”
   a. Discuss responses.
      i. Natural rights are the rights people have simply because they are human beings. These rights include life, liberty, and property.
   b. Follow up by asking students what “natural law” is.
      i. Natural law is a higher set of rules that govern human relations and interactions.
4. Divide students into groups of 3-5 students.
5. Students should respond to questions in response to the following scenario:
   a. Imagine you and a small group of your friends are sailing on a ship and your ship becomes shipwrecked on a deserted island. There is no technology to help you, no people in sight, no government in place, and no adults present. There are available resources like food, water, and shelter on the island. You are in what is known as a “state of nature” – devoid of any rules, structure, or government – and are solely reliant on one another.
6. Students will then work independently to create a list of 3 natural rights – rights they believe everyone should have.
7. After students have individually selected their 3 natural rights, students should work in their groups to come to a consensus and select 5 natural rights for the group.
8. Once each group has a list of 5, the entire class will create a list of 5 natural rights cooperatively.
9. Write these 5 rights on a sheet of chart paper or on a board in the classroom. They will be used for a future activity.

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Next Generation Sunshine State Standards:
- Recognize how Enlightenment ideas including Montesquieu’s view of separation of power and John Locke’s theories related to natural law and how Locke’s social contract influenced the Founding Fathers. (SS.7.C.1.1)

Assessment

- **“State of Nature” Worksheet** – students will be assessed based on the completion and thoroughness of responses on the “State of Nature” worksheet
- **Observation** -“State of Nature” activity participation. Assess student participation and cooperation during the activity where students are working in small groups answering questions on the worksheet and coming to a consensus on 5 natural rights for the group.

### Suggested Scoring Rubric

<table>
<thead>
<tr>
<th>Assignment</th>
<th>Scoring</th>
<th>Total</th>
</tr>
</thead>
</table>
| **“State of Nature” Worksheet** | Part I – 5 points
Natural Rights
Part II – 10 points
2 points per blank
Part III – 15 points
1 point for each right (3)
2 points for “How are these rights guaranteed?”
1 point for each right on Group Handout (5)
Part IV – 5 Points
Purpose of Government
2.5 for individual answer
2.5 for group answer | 30 points |
| **“State of Nature” Activity Participation** | Students are being assessed on their ability to follow directions and work cooperatively in small groups. | 10 points |
STATE OF NATURE

Follow the directions in the boxes below.
Stop at each stop sign you see and wait for directions to begin that section.

**PART I:** *Individually* answer this question:

What are “natural rights”?

________________________________________________________________________________

________________________________________________________________________________

________________________________________________________________________________

________________________________________________________________________________

**PART II:** Working in a group of 3 or 5, answer the following questions based on the scenario below. Work as a group. All decisions must be unanimous.

Imagine you and a small group of your friends are sailing on a ship and your ship becomes shipwrecked on a deserted island. There is no technology to help you, no people in sight, no government in place, and no adults present. You are in a complete and total state of nature, solely reliant on each other.

<table>
<thead>
<tr>
<th>What will life be like in this “state of nature”?</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
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</tbody>
</table>

<table>
<thead>
<tr>
<th>Do you all think someone needs to be in charge? Why or why not?</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
</tr>
</tbody>
</table>
### State of Nature

<table>
<thead>
<tr>
<th>If you do think someone needs to be in charge, who is it going to be and how will you select them?</th>
</tr>
</thead>
</table>

<table>
<thead>
<tr>
<th>If you don’t think someone needs to be in charge, what are the duties of each person going to be?</th>
</tr>
</thead>
</table>

<table>
<thead>
<tr>
<th>Do you think there is a need for rules on the island? Why or why not?</th>
</tr>
</thead>
</table>

<table>
<thead>
<tr>
<th>If you do think there needs to be rules/laws, who would be responsible for making the rules and what would they be?</th>
</tr>
</thead>
</table>

<table>
<thead>
<tr>
<th>If you don’t think there should be rules/laws, what are the advantages and disadvantages of a place that does not have any rules in place?</th>
</tr>
</thead>
</table>

---

#### PART III: Individually answer the following questions.

What are 3 rights you think every person has or should have?

1. 
2. 
3. 

How are these rights guaranteed?

______________________________________________________

______________________________________________________

______________________________________________________

______________________________________________________
Individually, you listed 3 rights you think every person should have – these are things you believe to be natural rights.

In your State of Nature group:

- Discuss your responses.
- Once each person has discussed their responses, your group will need to select 5 natural rights from all of your group members’ responses.
- Write the 5 natural rights your group thinks every person should have in the correct box below.
- Your group will need to explain why each right is an essential natural right. Be prepared to present these to the class.

<table>
<thead>
<tr>
<th>Natural Rights</th>
<th>Explanation</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td></td>
</tr>
<tr>
<td>2.</td>
<td></td>
</tr>
<tr>
<td>3.</td>
<td></td>
</tr>
<tr>
<td>4.</td>
<td></td>
</tr>
<tr>
<td>5.</td>
<td></td>
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</tbody>
</table>
Part IV

Individually:

What do you think is the purpose of government?
______________________________________________________
______________________________________________________
______________________________________________________
______________________________________________________

As a group:

What do you think is the purpose of government?
______________________________________________________
______________________________________________________
______________________________________________________
______________________________________________________
Lesson Plan: Why Government?

Description
By illustrating and sorting captions, students follow the development of John Locke's theory on natural rights. They then become familiar with Thomas Hobbes’ statement about life in a state of nature by exploring their own opinions in comparison to those of Hobbes. Students learn the vocabulary associated with the philosophy of the purpose of government through an activity called “word math.”

Objectives
Students will be able to
- identify natural rights in vocabulary activities addressing natural rights.
- analyze advantages and disadvantages of government through analysis of Thomas Hobbes’ statement on life in a state of nature.
- trace the development of the theory of government developed by John Locke through a drawing and sorting activity.
- Recognize how Enlightenment ideas including Montesquieu’s view of separation of power and John Locke’s theories related to natural law and how Locke’s social contract influenced the Founding Fathers (SS.7.C.1.1)

Benchmark
- Recognize how Enlightenment ideas including Montesquieu’s view of separation of power and John Locke’s theories related to natural law and how Locke’s social contract influenced the Founding Fathers (SS.7.C.1.1)
Lesson Purpose:

This lesson begins with a description of the form of government practiced by the Roman Republic and how republican ideas influenced the Founders. This is followed by a section that reveals what the Founders believed were the advantages and disadvantages of republican government. Students then learn how James Madison adapted the idea of republican government to American life and why civic virtue is necessary for a republican government to work. Students are introduced to the Roman citizen Cincinnatus in the Ideas for Discussion section and discover why he is considered a model of civic virtue. The lesson concludes with a description of how the American colonists were taught the value of civic virtue and other values of Republican government. Students learn that the Founders’ strong beliefs about the virtues of republican government increased their sense that Great Britain was violating these ideals. When the Founders were able to create their own government, they tried to make sure that this government did not violate the people’s rights.

Objectives:

Students will be able to:

- Explain the ideas of a republican government, the common good, and civic virtue
- State some advantages and disadvantages of republican government
- Explain why the Founders thought a republican government was the best type of government for the country
- Describe how the ideas of republican government were promoted

Ideas for Discussion in this lesson:

- Ideas for Discussion: Why should citizens promote the common good?

Next Generation Sunshine State Standards:

- SS.7.C.1.3: Describe how English policies and responses to colonial concerns led to the writing of the Declaration of Independence.
- SS.7.C.3.1: Compare different forms of government
- SS.7.C.3.2: Compare parliamentary, federal, co-federal and unitary systems of government.

Note: The We the People materials have been provided in the past to many school districts at no cost through federal funding. Since the loss of this federal funding, the materials are available but must be purchased.

For those wishing to access lesson materials from We the People, click HERE to visit the Center for Civic Education online store.
Lesson Overview

Overview: This lesson will introduce students to the foundations of American government and where the Founders got their ideas about government structure. Students will explore the structure of the following types of government: direct democracy, representative democracy, monarchy, communism, dictatorship, and oligarchy. Students will also be introduced to socialism as an economic system within a form of government.

Objectives: Students will be able to...
- Define republic
- Define democracy
- Create a visual for the definitions of direct democracy, representative democracy, socialism, communism, monarchy, and oligarchy
- Compare and contrast different kinds of government

Time Required:
- One 50 minute class period

Materials Needed:
- What Forms of Government Are Out There? PowerPoint
- Blank sheets of paper for each student
- Chart Paper

Next Generation Sunshine State Standards:
Compare different forms of government (direct democracy, representative democracy, socialism, communism, monarchy, oligarchy, autocracy). SS.7.C.3.1

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What Forms of Government Are Out There?

Procedures

1. Using the What Forms of Government Are Out There? PowerPoint, discuss the following forms of government:
   - Direct Democracy
   - Representative Democracy
   - Monarchy
   - Socialism (economic system)
   - Communism
   - Oligarchy
   - Autocracy

2. While discussing the definitions of the various types of government, have students individually illustrate the definitions to represent the forms of government.

3. On the cue in the PowerPoint, have students work in a collaborative group to create a visual for each form of government using their individual ideas on the large chart paper. Students should NOT use words on their illustration or put the name of the type of government on the chart paper.

4. Once complete, have the students post their visuals on the wall near their group.

5. Have students rotate counter clockwise. Students will review the illustrations of the other groups and try to guess which form of government is being illustrated. To do this, students need to compare and contrast the forms of government and work cooperatively to guess the form of government illustrated.
Assessment

- Student Drawings/Individual Work
  - Students will be assessed for their efforts at depicting different forms of government through illustrations

- Class Participation – Observation and Written
  - Students will also be assessed on their participation during the PowerPoint discussion opportunities
  - Students will receive a participation grade for their participation and cooperation within the group definition portion of What Forms of Government Are Out There?
  - Students will be given a score for their effort on the group drawings depicting different types of government.

Extension Activity

1. Divide class into 4 groups.
2. Assign each group a form of government different from what we experience in the United States (communism, monarchy, oligarchy, or autocracy).
3. Have students research and give a presentation on what their life would be like if they lived under that government.
   a. What does the government look like?
   b. What rights do individuals have under that government?
   c. Do they experience freedom under their given system of government?

Suggested Scoring Rubric

<table>
<thead>
<tr>
<th>Assignment</th>
<th>Scoring</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>Individual Illustrations</td>
<td>2 points for each type of government drawn</td>
<td>14 points</td>
</tr>
<tr>
<td>Group Illustrations</td>
<td>1 point for each type of government drawn</td>
<td>7 points</td>
</tr>
<tr>
<td>Group Participation, cooperation, and discussion</td>
<td>4 points for cooperative efforts in the group setting and class discussion during PowerPoint</td>
<td>4 points</td>
</tr>
</tbody>
</table>

Total Points 25 points
Lesson 4: What is constitutional government?

Lesson Purpose:

This lesson introduces students to key concepts the Founders had about government. Students learn the meanings of the terms “constitution,” “constitutional government,” “higher law,” and “autocratic or dictatorial government.” They also learn that even though all nations have either a written or unwritten constitution, this does not mean that they also have a constitutional government. Students examine the essential characteristics that differentiate constitutional government from autocratic or dictatorial government. The lesson concludes with an activity based on the Greek play Antigone by Sophocles, through which students learn the dangers of unlimited government.

Objectives:

Students will be able to:

- Explain the concepts of a constitution, constitutional government, and higher law
- Explain the differences between constitutional government and autocratic or dictatorial governments

Class activity in this lesson:

- How would you solve this issue of power?
  - “The Tragedy of Antigone”

Next Generation Sunshine State Standards:

- SS.7.C.1.3: Describe how English policies and responses to colonial concerns led to the writing of the Declaration of Independence.
- SS.7.C.3.1: Compare different forms of government
- SS.7.C.3.2: Compare parliamentary, federal, co-federal and unitary systems of government.

Note: The We the People materials have been provided in the past to many school districts at no cost through federal funding. Since the loss of this federal funding, the materials are available but must be purchased.

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Lesson Overview

Overview: This lesson will discuss the definition of a constitution and the role it serves in a government. Students will explore constitutional democracy/government as well as governments without strong ties to a constitution. Students will also discuss and debate the balance of rights and liberty with order and security.

Objectives: Students will be able to:
- Define “constitution”
- Name the role of the constitution
- Discuss how the constitution limits powers of government
- Compare different forms of government
- Develop arguments about the balance of rights and liberty with order and security

Time Required:
- One 50 minute class period

Materials Needed:
- What is a Constitution? PowerPoint
- What is a Constitution? Student Worksheet

Procedures

Using the What is a Constitution? PowerPoint and What is a Constitution? student handout:

1. Allow students to offer their own definitions of “constitution.”
2. Discuss a constitution being like a “rulebook for government.”
   a. A constitution sets up the government
   b. A constitution can provide limits on a government
   c. A constitution can identify who are citizens of a country
   d. A constitution can name some of the rights of citizens
3. Discuss the United States Constitution and some of the limits placed on the three branches of government.
4. On slide 6, students will complete their cloze passage worksheet to create a diagram of constitutional government/democracy.
5. On slide 8, students will complete their cloze passage worksheet to create a diagram of a government with a constitution as well as some types of governments that may fall in this category.
6. Following the directive in the PowerPoint, students will participate in a human continuum activity in which they will:
   a. Agree or disagree with a proposed statement
   b. Provide reasons and examples for their conclusion
   c. Engage in a listening activity where they identify the most persuasive argument for or against the statement
Next Generation Sunshine State Standards:
- Describe how the Constitution safeguards and limits the powers of government through separation of powers and checks and balances. (SS.7.C.1.7)
- Distinguish how the constitution safeguards and limits individual rights. (SS.7.C.2.5)
- Compare different forms of government (direct democracy, representative democracy, socialism, communism, monarchy, oligarchy, autocracy). (SS.7.C.3.1)

Assessment
- Handout: What is a Constitution? – Written Assessment
  - Students will be individually assessed based on the completion of the “What is a Constitution?” worksheet.
- Class Participation – Observation and Written
  - Students will also be assessed on their participation during the PowerPoint discussion opportunities
  - Students will receive a participation grade for their participation and cooperation during the human continuum group activity
  - Students will be given a score for their written response to the human continuum statement.

Suggested Scoring Rubric

<table>
<thead>
<tr>
<th>Assignment</th>
<th>Scoring</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>Handout: What is a Constitution?</td>
<td>● ½ point for each blank completed</td>
<td>20 points</td>
</tr>
</tbody>
</table>
| *Group Participation (Only assessed if done as a group activity) | ● 3 points for participation in class discussion  
  ● 3 points for participation in human continuum activity  
  ● 4 points for written response during human continuum activity | 10 points |
The Constitution creates _______ and ____________ for the government in order to protect the people from a(n) _________ of ____________.

The _____________ is a _________________ between _________________ and the ________________.

The _____________ protects the _____________ of the __________ from the ________________.

The __________ is structured to offer __________________ through public safety measures and the justice system.

The ________ must __________ to give the ___________ to __________________ to the ________________.
What is a Constitution?

Government with a Constitution Diagram

The _____________ with unlimited or unchecked ____________ is able to rule the ____________ as they see fit. There are little to no measures in place to protect the ______________ of the ______________. The ________________ creates a ________________ in such a way that the ________________ does not provide ________________. If it does provide ________________, it may not provide a means of ________________ those ________________.

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Lesson 5:

How can we organize government to prevent the abuse of power?

Lesson Purpose:

The lesson explains that the separation of powers and the system of checks and balances distribute power among the branches of government so that no one branch can exercise power without being checked by another branch. Students learn that the complexity of this system protects the people from abusive power. The system is sometimes cumbersome and it can take more time to get things done than in other forms of government. However, this inefficiency is an advantage because the system makes it more difficult for those in government to misuse power.

Objectives:

Students will be able to:

- Explain the ideas of separation of powers and checks and balances
- Explain the Founders’ reasons for creating a system that limits governmental power
- Describe the three branches of government and list some of the powers of each

Ideas for Discussion in this lesson:
- Ideas for Discussion: Why did the Founders fear the abuse of power?

Next Generation Sunshine State Standards:

- SS.7.C.1.1: Recognize how Enlightenment ideas including Montesquieu’s view of separation of power and John Locke’s theories related to natural law and how Locke’s social contact influenced the Founding Fathers.
- SS.7.C.1.3: Describe how English policies and responses to colonial concerns led to the writing of the Declaration of Independence.
- SS.7.C.1.7: Describe how the Constitution limits the powers of government through separation of powers and checks and balances.
- SS.7.C.3.1: Compare different forms of government
- SS.7.C.3.2: Compare parliamentary, federal, co-federal and unitary systems of government.
- SS.7.C.3.3: Illustrate the structure and function of the US government
- SS.7.C.3.4: Identify the relationship and division of powers between the federal and state governments.

Note: The We the People materials have been provided in the past to many school districts at no cost through federal funding. Since the loss of this federal funding, the materials are available but must be purchased.

For those wishing to access lesson materials from We the People, click HERE to visit the Center for Civic Education online store.
**Lesson Overview**

**Overview:** This lesson will introduce students to the Enlightenment philosopher Montesquieu. Students will also explore and discuss the impact of Montesquieu’s concepts of separation of powers and checks and balances on the Founders.

**Objectives:** Students will be able to...
- Define separation of powers and checks and balances.
- Analyze the need for separation of powers and checks and balances.
- Apply Montesquieu’s concepts of separation of powers and checks and balances to the thinking of the Founders.

**Time Required:**
- One 50 minute class period

**Materials Needed:**
- FacePlace: Montesquieu PowerPoint
- Separate, Check, Balance Student Handout

**Next Generation Sunshine State Standards:**
- Recognize how Enlightenment ideas including Montesquieu’s view of separation of powers…influenced the Founding Fathers. (SS.7.C.1.1)

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**Procedures**

Using the FacePlace: Montesquieu PowerPoint:
1. Show students the background information on Montesquieu.
2. Click on the “Ideas” tab.
3. Have students define what they think Montesquieu’s quote: “For we can not abuse power, must, by the arrangement of things, power checks power,” means.
   a. In order to prevent the abuse of power, we must create a system where power is separated and checked.
4. Divide class into groups of 3-5 students.
5. Distribute the Separate, Check, Balance Student Handout.
6. Ask students what they think the purpose of government is. Have small groups discuss and complete the appropriate section on their handout. Discuss responses and create a general class answer of the purpose of government on chart paper/white board.
7. Ask students how we might keep a government from becoming too powerful. Have small groups discuss and complete the appropriate section on their handout. Discuss responses.
8. Discuss the concept of checks and balances. Students should work individually to complete page 1 of the student handout as the presentation progresses.
9. Slide 6 will present a hypothetical scenario for evaluating the need for separation of powers. Discuss the scenario and have students respond to question prompts.
10. Discuss the example of how separation of powers works in the visual on slide 8.
11. Review the quotes on slide 10.*
12. Individually, have students discuss the quotes and answer the questions.
13. Once complete, have students discuss the quotes in their group.

*Quotes from Ideas for Discussion, We the People: the Citizen and the Constitution, Level 2, page 43.
Extension Activity

Have students create a diagram of the branches of the United States government and its system of checks and balances. The concepts of checks and balances will be explored more in depth in future lesson units, but may be initially explored in this lesson. See Extension – Checks and Balances Diagram Handout and Power Balance PowerPoint.

Assessment

- “Separate, Check, Balance” Worksheet – students will be assessed based on the completion and accuracy of responses.
- Observation – “Separate, Check, Balance” activity participation. Assess student participation and cooperation during the activity where students work in cooperative groups to develop answers.

Suggested Scoring Rubric for Separate, Check, Balance

<table>
<thead>
<tr>
<th>Assignment</th>
<th>Scoring</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>“Separate, Check, Balance” Worksheet</td>
<td>2 points per blank (15 blanks)</td>
<td>30 points</td>
</tr>
<tr>
<td>“Separate, Check, Balance” Participation and Cooperation</td>
<td>10 points for class participation and group cooperation</td>
<td>10 points</td>
</tr>
</tbody>
</table>


**SEPARATE, CHECK, BALANCE**

Directions: Answer the questions below based on the prompt from your teacher during the PowerPoint. Use complete sentences and thoughtful answers.

**In your group…**

1. What is the purpose of government in your opinion?

2. How can government be kept from becoming too powerful?

3. What would a government look like where one person or group had all of the power and there was no way to limit or check that power?

**Montesquieu’s plan for preventing government abuse of power:**

Power must be _______________________.

What does that mean?

Power must be _______________________.

What does that mean?

Power must be _______________________.

What does that mean?
The Founders included Montesquieu’s ideas of separation of powers and checks and balances when creating the new government. Below are quotes from three Founders about the abuse of power. Answer the questions below each quote individually.

| “Give all power to the many, they will oppress the few. Give all power to the few, they will oppress the many.”
| Alexander Hamilton |
| What does this quote mean? |
| Do you agree or disagree with the meaning of this quote? Why or why not? |
| What ideas of Montesquieu are reflected in this quote? |

| “There are two passions which have a Powerful influence on the affairs of men. These are ambition and [greed]; the love of power and the love of money.”
| Benjamin Franklin |
| What does this quote mean? |
| Do you agree or disagree with the meaning of this quote? Why or why not? |
| What ideas of Montesquieu are reflected in this quote? |

| “From the nature of man, we may be sure that those who have power in their hands…will always, when they can…increase it.”
| George Mason |
| What does this quote mean? |
| Do you agree or disagree with the meaning of this quote? Why or why not? |
| What ideas of Montesquieu are reflected in this quote? |
Using a copy of the U.S. Constitution, complete the diagram of checks and balances. Answers can be found in Articles I-III.
Segment Transcript:

And now, another Fact of Congress

Our country was founded on the principle of balance - that no branch of government could dominate another.

For example, Congress is responsible for passing laws. But it is up to the president to okay them.

The president nominates judges, but congress must approve them.

The judges can declare laws unconstitutional, but Congress can propose other ways of accomplishing the same things.

The president can veto bills passed by Congress, but Congress can override the veto.

This system of power sharing is called checks and balances. But it doesn’t stop there.

We balance responsibilities between the federal government and state government.

We balance influence between big states and little states.

The resulting system might look like a complicated maze of boxes and arrows, but it’s really quite simple. That no one part of government should be allowed to get too powerful.

This Fact of Congress, is adjourned.
Lesson Plan: Roots of Democracy

Description
Through a narrative reading, students explore influential individuals and groups that helped shape five key features of American democracy: consent of the governed, representative democracy, rule of law, individual rights, and checks and balances. Students create a timeline of influences and correctly identify examples of the five features of American democracy in action. Finally, students participate in a memory matching game that requires them to match purpose of government terms, definitions, and fill-in-the-blank sentences.

Objectives
Students will be able to
- Define the five features of American democracy, inferring the definitions from textual context.
- Identify key influences on our founding fathers, underlining them in the text and then correctly sorting them onto a timeline.
- Differentiate between the features of American democracy, correctly matching them to examples in American government.

Benchmark
- Recognize how Enlightenment idea including Montesquieu’s view of separation of power and John Locke’s theories related to natural law and how Locke’s social contract influenced the Founding Fathers. (SS.7.C.1.1)
- Analyze the ideas (natural rights, role of government)and complaints set forth in the Declaration of Independence. (SS.7.C.1.4)
- Define the rule of law and recognize its influence on the development of the American legal, political, and governmental systems. (SS.7.C.1.9)

Click HERE to go to the iCivics website for lesson materials and Downloadable lesson plans!
Lesson 6:

How did constitutional government develop in Great Britain?

Lesson Purpose:

This lesson begins by explaining why American colonists had the same rights as English people. For example, colonists had the right to trial by jury and were protected from unlawful entry into their homes. Students learn that William the Conqueror invaded England and established the feudal system. In the feudal system, all people belonged to one of three social groups – the royalty, the nobility, or the common people. The feudal system is an important step in the development of constitutional government because during this period, monarchs began to share power with the nobility. Later in the lesson, students are introduced to the Magna Carta and the concept of rule of law. The lesson concludes with an explanation of how all these events forced a shift in the balance of power from the monarchy to a representative government by the creation of Parliament and the establishment of the English Bill of Rights.

Objectives:

Students will be able to:

- Describe the struggles between the English monarch and Parliament
- Explain how the struggles between the English monarch and Parliament evolved into a system of separation of powers and representative government
- Describe the British constitutional documents, such as the Magna Carta and the English Bill of Rights, that influenced the writing of the U.S. Constitution

Ideas for Discussion in this lesson:

- Ideas for Discussion: How do these rights limit the power of government?

Next Generation Sunshine State Standards:

- SS.7.C.1.1: Recognize how Enlightenment ideas including Montesquieu’s view of separation of power and John Locke’s theories related to natural law and how Locke’s social contact influenced the Founding Fathers.
- SS.7.C.1.2: Trace the impact that the Magna Carta, English Bill of Rights, the Mayflower Compact, and Thomas Paine’s Common Sense had on colonists’ view of government.

Note: The We the People materials have been provided in the past to many school districts at no cost through federal funding. Since the loss of this federal funding, the materials are available but must be purchased.

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**Inspiration for a New Nation**

**Procedures**

1. Begin lesson by having students create a foldable. Instructions provided in PowerPoint and below:
   a. Fold a sheet of computer paper/notebook paper in half long ways (hot dog).
   b. Open paper. Cut 4 equal slits on one side of the paper creating 4 flaps. Write the following on the outside of each flap:
      i. Flap 1 – Magna Carta
      ii. Flap 2 – Mayflower Compact
      iii. Flap 3 – English Bill of Rights
      iv. Flap 4 – Common Sense

2. Once students have created their foldable notes, Ask students where they would want to get ideas from if they were starting a new government. Discuss responses.

3. Ask students “Where did the colonists and Founders get their ideas about government?” Discuss responses.

4. Using the provided PowerPoint, discuss the documents that had an influence on how the colonists felt about government, beginning with the Magna Carta. Have students write notes about the document on the inside of their foldable. When opened, students should write “About” on the top flap and “Main Ideas” on the bottom flap. See Diagram 1.

5. Once all documents and main ideas have been discussed, follow the prompt on the PowerPoint to divide the class into 8 groups.

**Next Generation Sunshine State Standards:**
- Trace the impact that the Magna Carta, English Bill of Rights, Mayflower Compact, and Thomas Paine’s “Common Sense” had on the colonists’ views of government. (SS.7.C.1.2)
- Define the rule of law and recognize its influence on the development of the American legal, political, and governmental systems. (SS.7.C.1.9)
Lesson Extension

As a pre- and post-activity for Inspiration for a New Nation, post the titles of the documents (Magna Carta, English Bill of Rights, Mayflower Compact, and Common Sense) around the room. Have students rotate in small groups through the posters and write anything and everything they know about the documents. Repeat after the lesson to gauge student understanding and retention of the presented information.

Notes

This lesson will introduce students to the concepts of self-government, Rule of Law, independence, limited government, social contract, and the general purposes of government. These concepts will be essential as lessons progress into the American Revolution and the writing of the Declaration of Independence. The focus on the documents will result in reaching back in time in order to establish a foundation for students to understand the origin of these ideas and concepts.
Assessment

- **Inspiration for the New Nation Foldable, Handout, and Poster Project** – students will be assessed based on the completion and accuracy of “Inspiration for a New Nation” Handout and Poster Project. Students will also be assessed for their creativity in conveying the message behind the quotes in a visual representation.
- **Observation** - “Inspiration for a New Nation” activity participation. Assess student participation and cooperation during the activity where students work in cooperative groups to evaluate the quotes and visually depict the meaning behind the quotes.

### Suggested Scoring Rubric for

<table>
<thead>
<tr>
<th>Assignment</th>
<th>Scoring</th>
<th>Total</th>
</tr>
</thead>
</table>
| Inspiration for a New Nation Foldable (individual assessment) | 5 points per panel (20 points)  
5 points for following directions | 25 points |
| Inspiration for a New Nation Handout (group assessment) | 5 points for circling correct document and concept  
(10 points)  
5 points for explanation of concept selected | 15 points |
| Inspiration for a New Nation Poster Project (group assessment) | 5 points for creativity and depiction of quote | 5 points |
| Inspiration for a New Nation Participation (individual assessment) | 5 points for group participation and cooperation | 5 points |
| **Total**                        |                                                                        | **50 points** |

### Inspiration for a New Nation - Quotable Documents Coding

- Handout 1 – English Bill of Rights (limited government, Rule of Law)
- Handout 2 – Magna Carta (limited government, Rule of Law)
- Handout 3 – Common Sense (purpose of government)
- Handout 4 – Mayflower Compact (social contract, self government)
- Handout 5 – Magna Carta (limited government, Rule of Law)
- Handout 6 – Mayflower Compact (Purpose of government, social contract, self government)
- Handout 7 – English Bill of Rights (limited government, Rule of Law)
- Handout 8 – Common Sense (independence)
Diagram 1

<table>
<thead>
<tr>
<th>About the Magna Carta</th>
<th>About the Mayflower Compact</th>
<th>About the English Bill of Rights</th>
<th>About Common Sense</th>
</tr>
</thead>
<tbody>
<tr>
<td>Key Concepts</td>
<td>Key Concepts</td>
<td>Key Concepts</td>
<td>Key Concepts</td>
</tr>
</tbody>
</table>
“That excessive bail ought not to be required, nor excessive fines imposed; nor cruel and unusual punishments inflicted.”

What document is this quote from? Circle One

Magna Carta……..Mayflower Compact……..English Bill of Rights……..Common Sense

What is the main concept(s)/idea(s) of this quote? Circle One

Limited Government

Self Government

Social Contract

Purpose of Government

Rule of Law

Independence

Explain why you chose the concept(s)/idea(s) above:

Write your names on the back of this paper.

On a piece of chart paper, write the title of the document the quote is from across the top.

Then, create a visual for the quote and concept(s)/idea(s).
“All these aforesaid customs and liberties which we have granted to be held in our realm in so far as pertains to us are to be observed by all of our realm, both clergy and laity, in so far as pertains to them in respect to their own men.”

What document is this quote from? Circle One

Magna Carta………Mayflower Compact………English Bill of Rights………Common Sense

What is the main concept(s)/idea(s) of this quote? Circle One

Limited Government
Self Government

Social Contract
Purpose of Government

Rule of Law
Independence

Explain why you chose the concept(s)/idea(s) above:

________________________________________________________________________

________________________________________________________________________

________________________________________________________________________

Write your names on the back of this paper.

On a piece of chart paper, write the title of the document the quote is from across the top.

Then, create a visual for the quote and concept(s)/idea(s).

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"Government, even in its best state, is but a necessary evil...Wherefore, security being the true design and end of government..."

What document is this quote from?  *Circle One*

Magna Carta........Mayflower Compact........English Bill of Rights.......Common Sense

What is the main concept(s)/idea(s) of this quote?  *Circle One*

Limited Government  
Self Government

Social Contract  
Purpose of Government

Rule of Law  
Independence

Explain why you chose the concept(s)/idea(s) above:

_____________________________________________________________________

_____________________________________________________________________

_____________________________________________________________________

_____________________________________________________________________

Write your names on the back of this paper.

On a piece of chart paper, write the title of the document the quote is from across the top.

Then, create a visual for the quote and concept(s)/idea(s).
“Do by these presents solemnly and mutually in the presence...of one another, Covenant and Combine ourselves together into a Civil Body Politic for our better ordering and preservation...”

What document is this quote from?  *Circle One*

Magna Carta........Mayflower Compact........English Bill of Rights.......Common Sense

What is the main concept(s)/idea(s) of this quote? *Circle One*

Limited Government                      Self Government
Social Contract                        Purpose of Government
Rule of Law                             Independence

Explain why you chose the concept(s)/idea(s) above:

________________________________________________________________________
________________________________________________________________________
________________________________________________________________________
________________________________________________________________________

__________________________________________________________

Write your names on the back of this paper.

On a piece of chart paper, write the title of the document the quote is from across the top.

Then, create a visual for the quote and concept(s)/idea(s).
“No freeman is to be taken or imprisoned… or exiled or in any way ruined, nor will we go against such a man or send against him save by lawful judgement of his peers or by the law of the land. To no-one will we sell or deny of delay right or justice.”

What document is this quote from? *Circle One*

Magna Carta........Mayflower Compact.......English Bill of Rights.......Common Sense

What is the main concept(s)/idea(s) of this quote? *Circle One*

Limited Government
Self Government

Social Contract
Purpose of Government

Rule of Law
Independence

Explain why you chose the concept(s)/idea(s) above:

________________________________________________________________________
________________________________________________________________________
________________________________________________________________________

Write your names on the back of this paper.

On a piece of chart paper, write the title of the document the quote is from across the top.

Then, create a visual for the quote and concept(s)/idea(s).
‘“…to enact, constitute, and frame such just and equal Laws, Ordinances, Acts, Constitutions, and Offices, from time to time, as shall be thought most meet and convenient for the general good of the Colony…”

What document is this quote from? Circle One

Magna Carta …… Mayflower Compact …… English Bill of Rights …… Common Sense

What is the main concept(s)/idea(s) of this quote? Circle One

Limited Government …… Self Government
Social Contract …… Purpose of Government
Rule of Law …… Independence

Explain why you chose the concept(s)/idea(s) above:

______________________________________________________
______________________________________________________
______________________________________________________
______________________________________________________

Write your names on the back of this paper.

On a piece of chart paper, write the title of the document the quote is from across the top.

Then, create a visual for the quote and concept(s)/idea(s).
“That the pretended power of suspending of laws, or the execution of laws, by regal authority, without consent of parliament, is illegal.

That the pretended power of dispensing with laws, or the execution of laws, by regal authority, as it hath been assumed and exercised of late, is illegal.”

What document is this quote from? Circle One

Magna Carta……….Mayflower Compact……..English Bill of Rights……..Common Sense

What is the main concept(s)/idea(s) of this quote? Circle One

Limited Government/Monarchy

Self Government

Social Contract

Purpose of Government

Rule of Law

Independence

Explain why you chose the concept(s)/idea(s) above:

________________________________________________________________________

________________________________________________________________________

________________________________________________________________________

________________________________________________________________________

Write your names on the back of this paper.

On a piece of chart paper, write the title of the document the quote is from across the top. Then, create a visual for the quote and concept(s)/idea(s).
“Until an independence is declared the continent will feel itself like a man who continues putting off some unpleasant business from day to day, yet knows it must be done, hates to set about it, wishes it over, and is continually haunted with the thoughts of its necessity.”

**What document is this quote from? Circle One**

Magna Carta........Mayflower Compact........English Bill of Rights.......Common Sense

**What is the main concept(s)/idea(s) of this quote? Circle One**

Limited Government
Self Government

Social Contract
Purpose of Government

Rule of Law
Independence

Explain why you chose the concept(s)/idea(s) above:

______________________________________________________________________________

______________________________________________________________________________

______________________________________________________________________________

______________________________________________________________________________

Write your names on the back of this paper.

On a piece of chart paper, write the title of the document the quote is from across the top.

Then, create a visual for the quote and concept(s)/idea(s).
Lesson 7:
What experiences led to the American Revolution?

Lesson Purpose:
In this lesson, students learn the basic ideas of constitutional government that the American colonists adopted for their own colonial governments – ideas such as natural rights, representative government, the rule of law, separation of powers, and checks and balances. Students begin to understand that although the colonists considered themselves to be loyal subjects of England, they became accustomed to the relative freedom they had in creating their own form of colonial government because of the distance between America and England. Students learn that the form of government chosen by the colonists protected them not only from the abuse of power by the British, but also from abuses by their own government. The colonists favored a representative form of government and over time began to ignore laws made by the British Parliament. The lesson describes the British view in the dispute with the colonists, the effect that British laws had on the colonies, and why the colonists resisted new British controls. Finally, students learn the particular events that led to the Revolutionary war.

Objectives:
Students will be able to:
- Identify the basic ideas of constitutional government embodied in the American colonial governments
- Describe British policies and why the colonists began to resist British control
- Describe American actions that led to armed resistance and the writing of the Declaration of Independence
- Explain why the colonists decided to fight for their independence

Ideas for Discussion in this lesson:
- Ideas for Discussion: Why are these rights important?

Next Generation Sunshine State Standards:
- SS.7.C.1.1: Recognize how Enlightenment ideas including Montesquieu’s view of separation of power and John Locke’s theories related to natural law and how Locke’s social contract influenced the Founding Fathers.
- SS.7.C.1.2: Trace the impact that the Magna Carta, English Bill of Rights, the Mayflower Compact, and Thomas Paine’s Common Sense had on colonists’ view of government.
- SS.7.C.1.3: Describe how English policies and responses to colonial concerns led to the writing of the Declaration of Independence.
- SS.7.C.1.7: Describe how the Constitution limits the powers of government through separation of powers and checks and balances.
- SS.7.C.1.9: Define the rule of law.
- SS.7.C.3.1: Compare different forms of government
- SS.7.C.3.2: Compare parliamentary, federal, co-federal and unitary systems of government.

Note: The We the People materials have been provided in the past to many school districts at no cost through federal funding. Since the loss of this federal funding, the materials are available but must be purchased.

For those wishing to access lesson materials from We the People, click HERE to visit the Center for Civic Education online store.
Lesson Overview

Overview: This lesson will allow students to evaluate English policies imposed on the colonists and develop arguments for or against the policies. This lesson serves as a precursor to discussing reasons the colonists created the Declaration of Independence.

Objectives: Students will be able to...
- Identify positions of Parliament and colonists on English policies
- Describe how English policies led to the writing of the Declaration of Independence
- Create arguments for and against English policies

Time Required:
- One 50 minute class period

Materials Needed:
- Parliament v. Patriots PowerPoint
- Parliament v. Patriots Student handout
- Too Late to Apologize by Soomo Publishing lyrics handout

Procedures

1. Prior to the lesson, select 3-5 (odd number) of students to serve as “referees” for the activity.
2. Begin the PowerPoint presentation. On slide 3:
   a. Divide the class in half – half of the students will be serving as members of Parliament and half will be serving as Patriot colonial council members.
   b. Distribute the Parliament v. Patriots handout and the referees’ handout.
   c. Students will be instructed to:
      i. Circle their respective role – either Parliament member or Patriot.
      ii. Read each English policy and decide if they will be arguing for or against the policies based on their respective role. They should circle this on their worksheet.
3. As the presentation proceeds, students will need to reread each policy and formulate arguments for and against each policy based on their respective roles. Referees will need to create questions for both the Parliament and Patriots. Students will have 5 minutes to create their most persuasive arguments.
4. After 5 minutes, each group will present their arguments. Referees will be able to ask questions and score the students’ responses based on the attached rubric.
5. The team (Parliament or Patriots) with the highest scores will win the “debate”.
6. After debates have concluded, distribute the lyrics for “Too Late to Apologize” and follow PowerPoint link to the music video. Have students watch the video and follow along with lyrics handout.

Adapted from We the People: the Citizen and the Constitution, Lesson 7, Pages 60-61.

Next Generation Sunshine State Standards:
- Describe how English policies and responses to colonial concerns led to the writing of the Declaration of Independence (SS.7.C.1.3)
Modifications/Lesson Extensions

- Students can individually create arguments for a persuasive essay
- Students can write letters to Parliament, a speech for a town hall meeting, or a flyer to distribute throughout the colonies.
  - Students should identify themselves as either a Patriot or Loyalist.
  - Next, students should select one of the policies/acts/laws enacted by the British government (Parliament) and either oppose or defend the policy/act/law
  - Students can write directly to Parliament, create a speech to deliver at a town hall meeting to persuade their fellow colonists to assume their viewpoint on a policy, or they can create a creative and original poster in support or opposition of one of the policies.

Assessment

- **“Parliament v. Patriots” Worksheet** – students will be assessed based on the completion and correctness of the “Parliament v. Patriots?” worksheet
- **Observation** - “Parliament v. Patriots” activity participation. Assess student participation and cooperation during the activity. All students should contribute to arguments and participate in the group presentation. Referees should act and score fairly and be fully participatory in questioning the groups.

<table>
<thead>
<tr>
<th>Assignment</th>
<th>Scoring</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>Parliament v. Patriots Worksheet</td>
<td>5 points per blank</td>
<td>30 points</td>
</tr>
<tr>
<td>Parliament v. Patriots participation/presentation</td>
<td>10 points for cooperation and participation</td>
<td>10 points</td>
</tr>
</tbody>
</table>
Parliament v. Patriots

**Instructions:** Circle the role you were assigned for this activity (either Parliament Member or Patriot). Then, you will need to read all of the policies and decide if your role would be supportive of the policy or opposed to the policy. Then, in your group, give the reason you are for the policy or opposed to the policy.

If you are opposed to the policy, list rights you feel are violated by this policy. If you are in favor of the policy, consider which rights the opposing side may think you have violated, and counter those arguments.

Your group will present your reasons for being supportive of or opposed to the policy and the “referees” will ask questions and decide which argument was strongest.

I am a MEMBER OF PARLIAMENT / PATRIOT.

I am SUPPORTIVE OF / OPPOSED TO the following policies.

<table>
<thead>
<tr>
<th>Action by England</th>
<th>I am SUPPORTIVE OF / OPPOSED TO this policy because…</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Proclamation of 1763</strong></td>
<td>This law banned settlement in certain western lands. The purpose was to reduce tensions between the colonists and Native Americans. The British army could then withdraw from the frontier and, thus, save money.</td>
</tr>
<tr>
<td><strong>Sugar Act of 1764</strong></td>
<td>The purpose of this law was to stop the smuggling of goods into and out of the colonies. It gave the British navy greater power to search colonial ships. The law also required products such as tobacco, sugar and timber to be shipped directly from the colonies to Britain. The law set taxes on cloth, sugar, coffee, and wine coming into the colonies.</td>
</tr>
</tbody>
</table>
## Parliament v. Patriots

<table>
<thead>
<tr>
<th>Action by England</th>
<th>I am SUPPORTIVE OF / OPPOSED TO this policy because…</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Stamp Act, 1765</strong></td>
<td>The law imposed a tax on every legal document, newspaper, pamphlet, and deck of cards coming into the colonies.</td>
</tr>
<tr>
<td><strong>Quartering Act, 1765</strong></td>
<td>The British government moved the army from the western lands into the cities. The law required colonists who were innkeepers of public officials to house and feed the British soldiers.</td>
</tr>
<tr>
<td><strong>Declaratory Act, 1766</strong></td>
<td>The law stated that Parliament has the right to pass laws for the colonies in “all cases whatsoever.” Its purpose was to remind the colonists that the authority of the king and Parliament was superior to colonial governments.</td>
</tr>
<tr>
<td><strong>Tea Act, 1773</strong></td>
<td>The law gave the East India Company the sole right to sell tea to the colonies. The East India Company was a large and important corporation in Britain. The purpose of the law was to keep the company from going broke.</td>
</tr>
</tbody>
</table>

Adapted from *We the People: the Citizen and the Constitution*, Lesson 7, Pages 60-61, The Florida Law Related Education Association, Inc. © 2012
## Instructions:
Your teacher has assigned an odd number of students to serve as the presiding judges over the Parliament v. Colonists showdown. While Parliament and the Patriots are creating their arguments for and against the following policies, you will need to create questions for each side about the policy. After each side has presented, you will need to score their argument based on how persuasive you think it was. There is a scale below to follow.

<table>
<thead>
<tr>
<th></th>
<th>1-2</th>
<th>3-4</th>
<th>5-6</th>
<th>7-8</th>
<th>9-10</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Poor</td>
<td>Fair</td>
<td>Good</td>
<td>Excellent</td>
<td>Outstanding</td>
</tr>
</tbody>
</table>

### Policy | Questions about this policy: | Score
---|---|---
**Proclamation of 1763**
This law banned settlement in certain western lands. The purpose was to reduce tensions between the colonists and Native Americans. The British army could then withdraw from the frontier and, thus, save money.

**Sugar Act of 1764**
The purpose of this law was to stop the smuggling of goods into and out of the colonies. It gave the British navy greater power to search colonial ships. The law also required products such as tobacco, sugar and timber to be shipped directly from the colonies to Britain. The law set taxes on cloth, sugar, coffee, and wine coming into the colonies.

Adapted from We the People: the Citizen and the Constitution, Lesson 7, Pages 60-61.
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Parliament v. Patriots

Rubric for Referees

<table>
<thead>
<tr>
<th>POINT(S)</th>
<th>PERFORMANCE</th>
<th>CRITERIA FOR EVALUATING STUDENT PERFORMANCE</th>
</tr>
</thead>
</table>
| 1-2      | Not Effective | 1. Exhibits lack of understanding  
|          |              | 2. Communication unclear, disorganized, and ineffective.  
|          |              | 3. Unsure of self, does not think well on feet, does not respond to questions. |
| 3-4      | Fair         | 1. Exhibits minimal understanding of the case materials.  
|          |              | 2. Communication minimally clear and organized, but lacking in persuasiveness.  
|          |              | 3. Minimally self-assured, but lacks confidence under pressure. |
| 5-6      | Good         | 1. Exhibits adequate preparation/understanding of the case materials.  
|          |              | 2. Communications are clear and understandable, but could be stronger in fluency and persuasiveness.  
| 7-8      | Excellent    | 1. Exhibits mastery of the case materials.  
|          |              | 2. Communication is clear, organized, fluent and persuasive.  
|          |              | 3. Thinks well on feet, poised under pressure, does not read from notes. |
| 9-10     | Outstanding  | Superior in qualities listed for 7-8 points' performance. |

Adapted from We the People: the Citizen and the Constitution,  
Lesson 7, Pages 60-61.
Too Late to Apologize Lyrics

By Soomo Productions

Halfway across the globe
And we're standing on new ground
Screaming 'cross the waves
You can't hear a sound
There's no fair trials, no trade, no liberties
No tea
We've colonized America; we won't stand for tyranny,
Oh king

And it's too late to apologize
It's too late
I said it's too late to apologize
It's too late

We've paid your foolish tax, read the acts
And they just won't do
We want to make it clear, we believe this much is true
All men were created with certain

Unalienable rights
Among these are life, liberty, and the pursuit
Of happiness

And it's too late to apologize
It's too late
I said it's too late to apologize
It's too late

It's too late to apologize
It's too late
I said it's too late to apologize
It's too late

I said it's too late to apologize, yeah
It's too late
I said it's too late to apologize, yeah

Halfway across the globe
And we're standing on new ground

By Soomo Productions

The Florida Law Related Education Association, Inc. © 2012
Description

Students learn how the American colonists grew used to governing themselves and became increasingly unhappy with British policies toward the colonies. Students follow the development of those policies to see why the colonists ultimately declared independence from Britain in order to establish their own government. Finally, students analyze the Declaration of Independence to see how it addressed the colonists' concerns. As an extension, students look at primary sources to see how the colonists' reaction to the Stamp Act was being reported in London. This lesson feeds into the lesson “Wanted: A ‘Just Right’ Government,” but may be taught independently.

Objectives

Student will...

- Describe how British policies and responses to colonial concerns led to the writing of the Declaration of Independence.
- Analyze the ideas (natural rights, role of the government) and complaints set forth in the Declaration of Independence.
- Analyze the impact of the Stamp Act, Declaratory Act, Townshend Revenue Act, Quartering Act, and Intolerable Acts.
- Outline the Declaration of Independence and its parts.
- Evaluate the colonists' reaction to the Stamp Act using primary sources.

Benchmark

Describe how English policies and responses to colonial concerns led to the writing of the Declaration of Independence (SS.7.C.1.3)
Lesson 8:

What basic ideas about government are in the Declaration of Independence?

Lesson Purpose:

In this lesson, students closely examine the Declaration of Independence and see how the ideas of natural rights, the social contract, consent of the governed, and the right to alter or abolish government reflected in the document. Students learn how these ideas were used to justify the American Revolution and what the conflicting views were among the colonists about the Revolution.

Objectives:

Students will be able to:

- Explain the basic ideas about government that are contained in the Declaration of Independence
- Explain how the Declaration of Independence embodies the concept of natural rights philosophy, government in a republic and constitutional government
- Describe the arguments found in the Declaration of Independence that justify the separation of the colonies from Great Britain
- Explain why some colonists did not want to separate from Great Britain

Ideas for Discussion in this lesson:

- Ideas for Discussion: What ideas about government are in the Declaration of Independence?

Solve the Problem

- Would you favor or oppose independence?

Next Generation Sunshine State Standards:

- SS.7.C.1.3: Describe how English policies and responses to colonial concerns led to the writing of the Declaration of Independence.
- SS.7.C.1.4: Analyze the ideas and complaints set forth in the Declaration of Independence.
### Lesson Overview

**Overview:** This lesson will review the reasons the colonists decided to declare independence. Students will also read the Declaration of Independence, interpret the meaning behind portions of the document, identify concepts within quotes from the document, and create their own Declaration of Independence.

**Objectives:** Students will be able to…
- Identify the ideals, arguments, and complaints within the Declaration of Independence
- Identify the role of government within the Declaration of Independence
- Interpret quotes from the Declaration of Independence
- Apply complaints, ideals, and purpose of government to the creation of their own Declaration of Independence

**Time Required:**
- 2-50 minute class periods

**Materials Needed:**
- *We Declare* PowerPoint
- Signs for “Ideals,” “Arguments,” “Complaints,” and “Conclusion”
- *Seek and Find* worksheet
- Declaration of Independence Pull Apart worksheet
- *We Declare Outline* for student Declaration of Independence

### Procedures

1. Guide students through the *We Declare* PowerPoint. Review the catalysts for writing the Declaration of Independence (Boston Massacre and the Boston Tea Party).
2. Discuss the parts of the Declaration of Independence using the *We Declare* PowerPoint and/or *We the People: the Citizen and the Constitution* text to walk through the parts of the Declaration:
   a. Ideals
   b. Arguments
   c. Complaints
   d. Conclusion
3. Divide class into groups of 4 students. Give each student in each group one of the signs labeled “Ideals”, “Arguments”, “Complaints”, and “Conclusion”. Also give students a copy of the Declaration of Independence (can be found [online](#) or in the back of the We the People text) and the *Seek and Find* worksheet.
4. The PowerPoint will give the students quotes from the Declaration. The students should quickly find the quote in the Declaration of Independence and determine if it is part of the ideals, arguments, complaints, or conclusion.
5. Once the quote has been found, the student with the appropriate sign should raise the sign and be prepared to read the sentences on either side of their quote, in addition to their quote, in order to ensure the quote has been found.
6. As a class, discuss the “Question for Discussion” accompanying each quote.
7. Students should also complete their *Seek and Find* worksheet during the presentation.
8. Keep score for the class to determine which group wins the “Seek and Find” challenge.
9. After completing the *Seek and Find* activity, distribute the *We Declare Outline* for students to create their own Declaration based on the ideals and complaints of the Founders.
**Next Generation Sunshine State Standards:**
- Describe how English policies and responses to colonial concerns led to the writing of the Declaration of Independence (SS.7.C.1.3)
- Analyze the ideas (natural rights, role of government) and complaints set forth in the Declaration

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**Extension Activity**

- As a follow up activity, have the students complete the *Declaration Pull Apart* worksheet where they will identify ideals, the purpose of government, and any other concepts previously discussed (ex: consent of the governed)
- Declaration of Independence Puzzle
  - Print 5 copies of the Declaration of Independence
  - Cut each document into 8 pieces based on the following guide and place each document in an envelope:
    - 2 pieces from the Ideals
    - 2 pieces from the Arguments
    - 2 pieces from the Complaints
    - 2 pieces from the Conclusion
  - Divide class into 5 groups. Distribute one envelope to each group
  - Have students assemble and label (ideals, arguments, complaints, conclusion) the Declaration of Independence.

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**Assessment**

- **We Declare: Seek and Find Handout** – Students will be assessed based on completion and accuracy of the handout. Students will be able to work in cooperative groups, but will receive an individual grade on the handout.
- **We Declare: Declaration Drafting** – Students will be assessed based on the completion, thoughtfulness, and creativity of their responses.
- **We Declare Activity Participation (Observation)** – Students will be assessed for their participation and cooperation while working in small groups and in the general classroom environment.

---

**Suggested Scoring Rubric for**

<table>
<thead>
<tr>
<th>Assignment</th>
<th>Scoring</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>We Declare: Seek and Find Handout</td>
<td>5 points per quote:</td>
<td>35 points</td>
</tr>
<tr>
<td></td>
<td>1 point for correct section</td>
<td></td>
</tr>
<tr>
<td></td>
<td>2 points for accurate “translation”</td>
<td></td>
</tr>
<tr>
<td></td>
<td>2 points for Question for Discussion response</td>
<td></td>
</tr>
<tr>
<td>We Declare: Declaration Drafting</td>
<td>5 points per section</td>
<td>20 points</td>
</tr>
<tr>
<td>We Declare Activity Participation (Observation)</td>
<td>15 points for participation and cooperation</td>
<td>15 points</td>
</tr>
</tbody>
</table>

**Total 70 points**
We Declare

Using the outline below and what you know about the colonists’ (particularly the Patriots’) and Founders’ view of government and response to British policies, write your own Declaration of Independence.

<table>
<thead>
<tr>
<th>Ideal</th>
</tr>
</thead>
</table>

**Tips:** Be sure to include natural rights and the role of government

<table>
<thead>
<tr>
<th>Argument</th>
</tr>
</thead>
</table>

**Tips:** Think about the role of government, the distance between the colonies and Great Britain, and the policies being enacted by the British government

<table>
<thead>
<tr>
<th>Complaint</th>
</tr>
</thead>
</table>

**Tips:** Think about the policies and laws being enacted by the government, the acts of violence experienced by the colonists, and the rights that are being brought into question.

<table>
<thead>
<tr>
<th>Conclusion</th>
</tr>
</thead>
</table>

**Tips:** Summarize what you all as colonists want, what this will means for relations between you and Great Britain, and what powers your government is going to have.
While viewing the We Declare PowerPoint, Complete the following boxes. Include what section the quote is found in (Ideals, Arguments, Complaints, or Conclusion) and a “translation” of the quote (in your own words, explain what the quote means). Then you will write your response to the Question for Discussion (QFD) in the box below.

<table>
<thead>
<tr>
<th>“He has refused to pass other Laws for the Accommodation of large Districts of People, unless those People would relinquish the Right of Representation in the Legislature...”</th>
</tr>
</thead>
<tbody>
<tr>
<td>Section:</td>
</tr>
<tr>
<td>QFD: What does this mean?</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>“...these United colonies are, and of Right ought to be, FREE AND INDEPENDENT STATES; that they are absolved from all allegiance to the British Crown...”</th>
</tr>
</thead>
<tbody>
<tr>
<td>Section:</td>
</tr>
<tr>
<td>QFD: How would you put that in your own words?</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>“For imposing taxes on us without our consent; For depriving us, in many Cases, of the Benefits of Trial by Jury...”</th>
</tr>
</thead>
<tbody>
<tr>
<td>Section:</td>
</tr>
<tr>
<td>QFD: Why would a trial by jury be an important right to the people?</td>
</tr>
</tbody>
</table>
“...to secure these Rights, Governments are instituted among Men, deriving their Powers from the Consent of the Governed, that whenever any Form of Government becomes destructive of these Ends it is the Right of the People to alter or to abolish it, and to institute new Government”

<table>
<thead>
<tr>
<th>Section:</th>
<th>Translation:</th>
</tr>
</thead>
</table>

QFD: Under what conditions do the people have the right to alter or abolish government?

“...that as free and independent states, they have full power to levy War, conclude Peace, contract Alliances, establish commerce, and to do all other Acts and Things which independent states may of right do.”

<table>
<thead>
<tr>
<th>Section:</th>
<th>Translation:</th>
</tr>
</thead>
</table>

QFD: Why would these be important things to include in the Declaration of Independence prior to the start of the Revolutionary War?

“But when a long Train of Abuses and Usurpations, pursuing invariably the same Object, evinces a Design to reduce them under absolute Despotism, it is their Right, it is their Duty, to throw off such Government, and to provide new Guards for their future Security.”

<table>
<thead>
<tr>
<th>Section:</th>
<th>Translation:</th>
</tr>
</thead>
</table>

QFD: What is the difference between and right and a duty in this situation?

“We hold these truths to be self-evident, that all men are created equal, that they are endowed by their Creator with certain unalienable Rights, that among these are life, liberty, and the Pursuit of Happiness...”

<table>
<thead>
<tr>
<th>Section:</th>
<th>Translation:</th>
</tr>
</thead>
</table>

QFD: From which philosopher did the colonists get this concept of natural, or unalienable, rights?
Ideals
Arguments
Complaints
Conclusion
Below is a passage from the Declaration of Independence signed in 1776. The writers of the Declaration of Independence had several goals when writing this document. These goals are reflected in the outline of the document:

I. Ideals
II. Arguments
III. Complaints
IV. Conclusion

In the ideals section, the Founders illustrated the concepts of natural rights and the role of government.

Underline the concepts of natural rights in the passage.

Circle the ideas that outline the role of government.

Put a box around any other concepts that have been discussed you find within the passage.

“We hold these truths to be self-evident, that all men are created equal, that they are endowed by their Creator with certain unalienable Rights, that among these are Life, Liberty and the pursuit of Happiness. — That to secure these rights, Governments are instituted among Men, deriving their just powers from the consent of the governed, — That whenever any Form of Government becomes destructive of these ends, it is the Right of the People to alter or to abolish it, and to institute new Government, laying its foundation on such principles and organizing its powers in such form, as to them shall seem most likely to effect their Safety and Happiness.”
Independence Day is celebrated on July 4th of each year. What are we celebrating? Why the 4th of July? Here is a brief run down as provided by The History Channel:

Variously known as the Fourth of July and Independence Day, July 4th has been a federal holiday in the United States since 1941, but the tradition of Independence Day celebrations goes back to the 18th century and the American Revolution (1775-83). In June 1776, representatives of the 13 colonies then fighting in the revolutionary struggle weighed a resolution that would declare their independence from Great Britain. On July 2nd, the Continental Congress voted in favor of independence, and two days later its delegates adopted the Declaration of Independence, a historic document drafted by Thomas Jefferson. From 1776 until the present day, July 4th has been celebrated as the birth of American independence, with typical festivities ranging from fireworks, parades and concerts to more casual family gatherings and barbecues.

Use the links below to read articles and view short videos from The History Channel about the Declaration of Independence and the Fourth of July.

Article: [July 4th](#)

Video: [4th of July](#)

Video: [Bet You Didn’t Know: July 4th](#)

Resources on this page can be found at [www.history.com](http://www.history.com) – The History Channel © 1996-2012, A&E Television Networks, LLC. All Rights Reserved.
Dear King George...

Student Essay Outline

I. Who are you?
   a. Give your colonist a name.
   b. Where does your colonist live?
   c. What does he/she do for a living?
   d. Why did you move to the Americas?

II. What do you believe your rights are?
   a. Where are these rights found?
   b. What limits are there on these rights?
   c. Is your colonist able to own property? Why or why not?

III. What problems do you have with King George?
   a. Why are these considered “serious” problems?
   b. Do you think King George/England is violating your rights? If so, how are your rights being violated?
   c. What events have happened because of these problems?

IV. How do you want these problems solved?
   a. What will happen if these problems continue?
   b. Why is that the BEST way to solve these problems?

Lesson Extension

- Divide students into groups of 3-5 students.
- Give each group a section of the Declaration of Independence to “translate” into modern English.

Next Generation Sunshine State Standards:

- Describe how English policies and responses to colonial concerns led to the writing of the Declaration of Independence. (SS.7.C.1.3)
- Analyze the idea (natural rights, role of government) and complaints set forth in the Declaration of Independence. (SS.7.C.1.4)
Dear King George...

Name: ________________________________ Date: _________________________

Due Date: ____________________________

Instructions: Imagine you are a colonist living in the Americas in the 1760’s. This is a time of change among the colonists and they are beginning to develop their own ideas on government. The problem is that they are currently being ruled by King George III in England, several thousand miles from the place in which you live. You are very unhappy with the way things are going in the Americas, so you decide to write a letter to King George. In your letter you need to address the following questions. Use the Essay Planner Table to organize your essay.

<table>
<thead>
<tr>
<th>Questions</th>
<th>Notes</th>
</tr>
</thead>
<tbody>
<tr>
<td>I. Who are you?</td>
<td></td>
</tr>
<tr>
<td>a. What is your name?</td>
<td></td>
</tr>
<tr>
<td>b. Where do you live?</td>
<td></td>
</tr>
<tr>
<td>c. What do you do for a living?</td>
<td></td>
</tr>
<tr>
<td>d. Why did you move to the Americas?</td>
<td></td>
</tr>
<tr>
<td>II. What do you believe your rights are?</td>
<td></td>
</tr>
<tr>
<td>a. Where are these rights found?</td>
<td></td>
</tr>
<tr>
<td>b. What limits are there on these rights?</td>
<td></td>
</tr>
<tr>
<td>c. Is your colonist able to own property? Why or why not?</td>
<td></td>
</tr>
<tr>
<td>III. What problems do you have with King George?</td>
<td></td>
</tr>
<tr>
<td>a. Why are these considered serious problems?</td>
<td></td>
</tr>
<tr>
<td>b. Do you feel like your rights are being violated? Why?</td>
<td></td>
</tr>
<tr>
<td>c. What events have happened because of these problems?</td>
<td></td>
</tr>
<tr>
<td>IV. How do you think these problems should be solved?</td>
<td></td>
</tr>
<tr>
<td>a. Why is your solution the best way to solve your problems?</td>
<td></td>
</tr>
</tbody>
</table>

Illustrations from We the People: the Citizen and the Constitution; Illustrations by Richard Stein
Dear King George...

Your letter should **inform** King George of what is going on in the colonies and **persuade** him to agree with the way you want him to solve these problems. Be sure to...

- Organize your essay before you start
- Check off the questions (in the table) as you write
- Check your grammar and spelling
- Include your “Dear King George” Cover Page
- Include the following vocabulary words/phrases:
  - Unalienable rights
  - Natural law
  - Social contract
  - Purpose of government
  - Consent of the governed
  - Representative government

<table>
<thead>
<tr>
<th>How will I be graded?</th>
</tr>
</thead>
<tbody>
<tr>
<td>Planning</td>
</tr>
<tr>
<td>Completed Essay Planner Table (wrote notes, checked off boxes)</td>
</tr>
<tr>
<td>Following Instructions</td>
</tr>
<tr>
<td>Included Essay Planner Sheet (this paper)</td>
</tr>
<tr>
<td>Used 15 New vocabulary words CORRECTLY</td>
</tr>
<tr>
<td>Essay</td>
</tr>
<tr>
<td>Answered all questions in complete sentences with support from text</td>
</tr>
<tr>
<td>Used persuasion (emotional appeal, supported ideas, detailed evidence)</td>
</tr>
<tr>
<td>Used correct punctuation, spelling, and grammar</td>
</tr>
<tr>
<td>Correctly structured formal letter</td>
</tr>
<tr>
<td><strong>Total Possible Points</strong></td>
</tr>
<tr>
<td>100</td>
</tr>
</tbody>
</table>

**Include this page as your cover sheet!**
Lesson 9:

What happened during the American Revolution?
How did the government function?

Lesson Purpose:

This lesson introduces students to the American War for Independence. The Revolutionary War brought the former colonies their independence. Students learn how the war began and what course it took. They find that diplomacy, not just fighting by the American forces, was essential for victory. Students also learn about the problems of governing without a properly constituted national legislature during the Revolution. They learn how the former colonists tried to cope with the lack of central authority by writing the Articles of Confederation, which were not adopted until the war was nearly over. The lesson concludes with the surrender at Yorktown, Virginia.

Objectives:

Students will be able to:

- Describe how the Revolutionary War began, what its course was, and explain the roles of courage and perseverance
- Describe what problems the Second Continental Congress had with governing during the Revolutionary War and how they tried to cope with these problems
- Explain why diplomacy was essential for gaining independence and describe the type of foreign aid the Americans received from abroad
- Explain the significance that the American Revolution had on the world

Next Generation Sunshine State Standards:

- SS.7.C.1.3: Describe how English policies and responses to colonial concerns led to the writing of the Declaration of Independence.
- SS.7.C.1.4: Analyze the ideas and complaints set forth in the Declaration of Independence.
We the People: the Citizen and the Constitution

Lesson 10:

How did the states govern themselves after the Revolution?

Lesson Purpose:

After the Revolutionary War, most colonies examined their constitutions and rewrote or revised them. In this lesson, students examine the main features of these state constitutions and are asked to trace the connections between state constitutions and political philosophy. Finally, students examine the Massachusetts constitution and are asked to contrast it with the constitutions of other states.

Objectives:

Students will be able to:

- State the ideas learned from political philosophy and personal experience that the colonists included in their state constitutions
- Describe the basic features of the new state constitutions and explain the concept of popular sovereignty
- Explain the essential differences between the Massachusetts constitution and the other state constitutions
- List the arguments for and against legislative supremacy
- Explain some of the problems that arose under the state constitutions

Ideas for Discussion in this lesson:

- Ideas for Discussion: How was the power distributed by the state constitutions?

Next Generation Sunshine State Standards:

- SS.7.C.1.3: Describe how English policies and responses to colonial concerns led to the writing of the Declaration of Independence.
- SS.7.C.1.5: Identify how the weaknesses in the Articles of Confederation led to the writing of the Constitution.
We the People: the Citizen and the Constitution

Lesson 11:

How did the Articles of Confederation organize the first national government?

Lesson Purpose:

In this lesson, students will learn about the need to organize a national government after the colonies declared their independence from Great Britain. Students learn that the colonists’ fear of the abuse of power by a strong national government prompted them to create a weak national government under the Articles of Confederation. The lesson describes some accomplishments of the new government. It concludes with a description of how major weaknesses in the national government under the Articles and the fear produced by Shay’s Rebellion eventually led to the decision to create a new constitution.

Objectives:

Students will be able to:

- Explain how the Articles of Confederation organized the national government
- Explain how problems with the Articles of Confederation caused the Founders to write a new constitution
- Explain the ideas and events that influenced the writing of the Articles of Confederation
- Describe the achievements of the country under the Articles of Confederation
- Describe the problems with the Articles of Confederation
- Describe the causes of Shay’s Rebellion

Solve the Problem:

- Is a new constitution needed?

Next Generation Sunshine State Standards:

- SS.7.C.1.3: Describe how English policies and responses to colonial concerns led to the writing of the Declaration of Independence.
- SS.7.C.1.5: Identify how the weaknesses in the Articles of Confederation led to the writing of the Constitution.
Lesson Overview

Overview: This lesson will familiarize students with the Articles of Confederation. Students will look at the strengths and weaknesses of the document and apply the weaknesses to modern times in “What if?” scenarios.

Objectives: Students will be able to...
- Review the concepts of natural rights, social contract, checks and balances, separation of power, and representation
- Identify the weaknesses of the Articles of Confederation
- Discuss the need for government
- Apply the weaknesses of the Articles to modern examples.

Time Required:
- One 50 minute class period

Materials Needed:
- Articles of Confederation PowerPoint
- Make it Modern! Worksheet
- Handout 1 – Amendments 11-27
- Lesson Extension Handout 2 – Amendment V

Make it Modern!

Playing “What if?” with the Articles of Confederation

Procedures

1. Distribute the Make it Modern! Worksheet to students.
2. Using the Articles of Confederation PowerPoint, discuss the creation of the articles, the articles themselves, and their weaknesses.
3. During the PowerPoint, students will be presented 7 examples of weakness in the Articles of Confederation. Students will need to relate to modern times and provide examples of what it would be like if we were currently living under the Articles of Confederation.
4. As the examples are presented, students should write, individually, the modern implications of each example.
5. For the 7th example, distribute Handout 1 – Amendments 11-27. Students will review these amendments and select what they feel are the three most influential amendments that would not have been in the Constitution had there been a requirement for unanimous consent to modify or amend the Constitution.
6. Once students have completed their responses, students will share those with the class and engage in discussion.

Next Generation Sunshine State Standards:
- Identify how the weaknesses of the Articles of Confederation led to the writing of the Constitution (SS.7.C.1.5)
Lesson Extensions

- Have students read the Articles of Confederation and underline the weaknesses within the document.
- Briefly discuss the amendment process for the United States Constitution using the text of Article V (see Handout 2).

Assessment

- **“Make it Modern!” Worksheet** – students will be assessed based on the completion and accuracy of the “Make it Modern!” worksheet
- **Observation** - “Make it Modern” discussion participation. Assess student participation during the discussion for each point made in the PowerPoint.

<table>
<thead>
<tr>
<th>Assignment</th>
<th>Scoring</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>Make it Modern! Worksheet</td>
<td>2 points per blank</td>
<td>8 points</td>
</tr>
<tr>
<td>Make it Modern Discussion Participation</td>
<td>2 points for participating in discussion</td>
<td>2 points</td>
</tr>
</tbody>
</table>
# Make It Modern!

## The Articles of Confederation

<table>
<thead>
<tr>
<th>Question</th>
<th>Answer</th>
</tr>
</thead>
<tbody>
<tr>
<td>If there was no enforcement of laws, what would the United States be like today?</td>
<td></td>
</tr>
<tr>
<td>If no one followed trade agreements with other nations, what would the United States be like today?</td>
<td></td>
</tr>
<tr>
<td>If the government could not regulate trade between the states, what would state relations be like?</td>
<td></td>
</tr>
<tr>
<td>If there were no property rights for citizens, what would the United States be like today?</td>
<td></td>
</tr>
</tbody>
</table>
### Make It Modern!

<table>
<thead>
<tr>
<th>Question</th>
<th>Answer</th>
</tr>
</thead>
<tbody>
<tr>
<td>If there was no national court system, what would the United States be like today?</td>
<td></td>
</tr>
<tr>
<td>If there was no executive branch (includes the President and cabinet positions), what would the United States be like today?</td>
<td></td>
</tr>
<tr>
<td>If it required a unanimous vote to make changes to the Constitution, would we have ever been able to amend the Constitution?</td>
<td></td>
</tr>
<tr>
<td>What 3 amendments from Handout 1 do you think would be the most significant if we did not have them today?</td>
<td></td>
</tr>
<tr>
<td>Why did you select these 3 amendments?</td>
<td></td>
</tr>
</tbody>
</table>
Amendments 11-27 of the United States Constitution

These amendments, or changes, were added to the United States Constitution after it was signed and accepted by the people. This was done through the amendment process that does not require all members of the legislature to agree the amendments to the Constitution. If the Constitution had the same terms as the Articles of Confederation, it would require all members of the legislature to agree to change or “amend” the Constitution. If these terms were in place, none of the amendments below would have been added to the United States Constitution.

Which 3 amendments do you think would be most significant if they were not part of our Constitution today? Explain why you selected the three amendments on your answer sheet.

<table>
<thead>
<tr>
<th>Number</th>
<th>Amendment</th>
</tr>
</thead>
<tbody>
<tr>
<td>XI (11)</td>
<td>lawsuits against a state</td>
</tr>
<tr>
<td>XII (12)</td>
<td>election of president and vice president</td>
</tr>
<tr>
<td>XIII (13)</td>
<td>abolition of slavery</td>
</tr>
<tr>
<td>XIV (14)</td>
<td>due process, equal protection, privileges of citizens</td>
</tr>
<tr>
<td>XV (15)</td>
<td>rights not to be denied because of race</td>
</tr>
<tr>
<td>XVI (16)</td>
<td>income tax</td>
</tr>
<tr>
<td>XVII (17)</td>
<td>election of senators</td>
</tr>
<tr>
<td>XVIII (18)</td>
<td>Prohibition (made production and sale of alcohol illegal)</td>
</tr>
<tr>
<td>XIX (19)</td>
<td>women's right to vote</td>
</tr>
<tr>
<td>XX (20)</td>
<td>presidential term and succession</td>
</tr>
<tr>
<td>XXI (21)</td>
<td>repeal of prohibition</td>
</tr>
<tr>
<td>XXII (22)</td>
<td>president limited to 2 terms</td>
</tr>
<tr>
<td>XXIII (23)</td>
<td>presidential vote for persons in D.C.</td>
</tr>
<tr>
<td>XXIV (24)</td>
<td>no poll tax (in some states citizens had to pay a fee, or “poll tax,” in order to vote in national elections)</td>
</tr>
<tr>
<td>XXV (25)</td>
<td>presidential succession</td>
</tr>
<tr>
<td>XXVI (26)</td>
<td>right to vote at age 18</td>
</tr>
<tr>
<td>XXVII (27)</td>
<td>compensation of members of Congress</td>
</tr>
</tbody>
</table>
Article V

The Congress, whenever two thirds of both Houses shall deem it necessary, shall propose Amendments to this Constitution, or, on the Application of the Legislatures of two thirds of the several States, shall call a Convention for proposing Amendments, which, in either Case, shall be valid to all Intents and Purposes, as Part of this Constitution, when ratified by the Legislatures of three fourths of the several States, or by Conventions in three fourths thereof, as the one or the other Mode of Ratification may be proposed by the Congress; Provided that no Amendment which may be made prior to the Year One thousand eight hundred and eight shall in any Manner affect the first and fourth Clauses in the Ninth Section of the first Article; and that no State, without its Consent, shall be deprived of its equal Suffrage in the Senate.

When can proposed amendments to the Constitution be presented?
When _____ of the House and Senate “deem it necessary”.

OR

When ______ of the state legislatures call for a constitutional convention.

When is an amendment “ratified” or accepted?
When _____ of the state legislatures ratify or accept the amendment.
Click **HERE** to go to the iCivics website for lesson materials and Downloadable lesson plans!

**Lesson Plan: Wanted: A Just Right Government**

**Description**

Students learn how the U.S. Constitution came to exist by looking at the tensions and differences of opinion that existed among early American states and citizens. Students learn about the Articles of Confederation, why the first “constitution” didn’t work, and how compromise led to the Constitution.

Note: this lesson includes an optional PowerPoint presentation (see Lesson Prep below).

**Objectives**

The student will be able to…

- Identify how the weaknesses of the Articles of Confederation led to the writing of the Constitution.
- Compare different states’ needs and interests.
- Compare the Virginia Plan with the New Jersey Plan.
- Compare the Articles of Confederation with the Constitution.

**Benchmark**

Identify how the weaknesses of the Articles of Confederation led to the writing of the Constitution (SS.7.C.1.5)